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ABSTRACT

This guidebook, the final in a series of three, serves as a work action plan to help educators and educational administrators in implementing and evaluating new programs and instructional materials. Checklists of the various kinds of materials necessary for the implementation of an educational program are provided, along with hints about the most efficient management of time, materials, and personnel. (LH)

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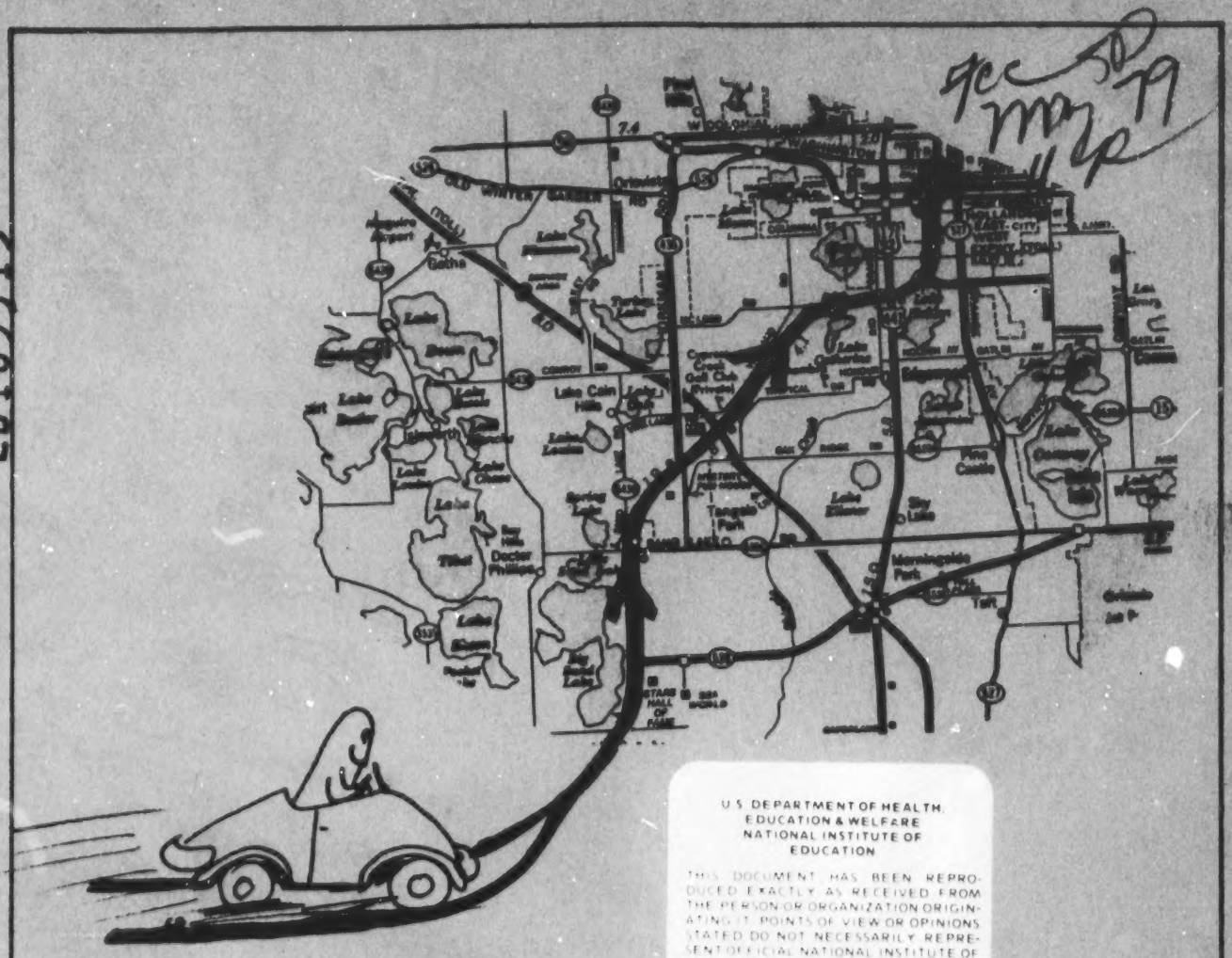

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DEVELOPING
a
WORK ACTION PLAN

SOLUTION ANALYSIS SERIES

III

DEVELOPING

A

WORK ACTION PLAN

A Solution Analysis Series Guidebook

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FLORIDA LINKAGE SYSTEM PROJECT
Office of Educational Dissemination/Diffusion
Florida Department of Education
Tallahassee, Florida

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State of Florida
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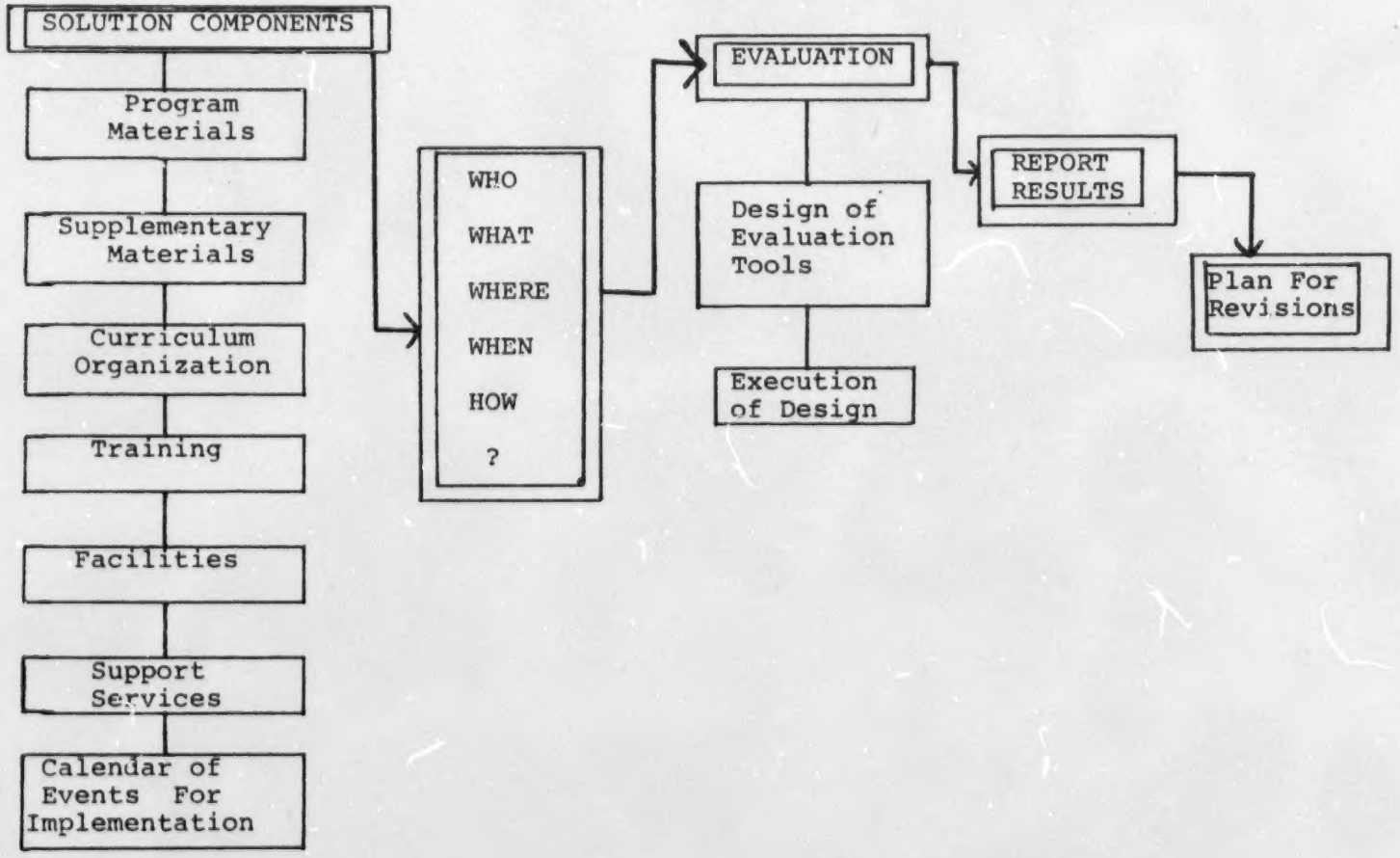
INTRODUCTION

After you have decided which option you will adopt to improve your school's program, your next step is planning for implementation. This can be a long and treacherous journey, and you will surely need a roadmap and other pertinent information to guide you along your course.

This Work Action Plan (WAP) is designed to let you ask the kinds of questions, right from the beginning, that will help you avoid many pitfalls along the road. It is also designed to help you develop your own road map--a Calendar of Events-- so that you can oversee the progress of your journey.

Questions to be answered by the WORK ACTION PLAN (WAP) have been derived from the following flow model:



PROGRAM MATERIALS

1. How many of each type of the program materials will you need? What will these materials cost to purchase?

2. What is the source of funding for purchasing these materials?

3. Who will
   a. order materials?
   b. review materials received to assure proper shipment?
   c. communicate with the publishers about any defects or problems with materials received?

4. How will materials be distributed to classrooms and stored for ease of access?

5. What is the estimated annual cost of replacing the consumables? How will the budget accommodate this cost?

6. Does this program conflict with county philosophy? If so, what plans have been made to resolve this conflict?

SUPPLEMENTARY MATERIALS

1. What supplementary materials does your staff feel are required to support this program?

2. Of those required, what do you need to purchase and what do you already have?

3. How will the budget accommodate cost of required purchase?

4. What supplementary materials should the teachers make or assemble themselves?

   - How much time will this take? What support services and/or materials will they require to help them?

   - How is this excess burden on the teacher being offset by release time, merit stipend, additional aide service, etc.?

CURRICULUM ORGANIZATION

Some school improvements require significant and complex organizational changes. Successful planning for these kinds of improvements require that such changes be specified.

Describe the present curriculum organization in your school--both vertical and horizontal. That is, how is your school organized for teaching subject areas within grades and between grades? Examples of kinds of organizations are (1) non-graded team teaching for primary and intermediate level, (2) self-contained classrooms at each grade level, and (3) continuous progress subject matter programs administered in an individualized instruction mode within self-contained classrooms of children at the same age level (even though they're performing at a variety of grade levels).

Please check the following descriptions which best describe your school's present organization and projected changes to accommodate the new program.

PRESENT ORGANIZATION		PROJECTED ORGANIZATION	
_____(1)	non-graded team teaching for primary and intermediate grade level.	_____(1)	non-graded team teaching for primary and intermediate grade level.
_____(2)	self-contained classrooms at each grade level, homogeneous grouping.	_____(2)	self-contained classrooms at each grade level, homogeneous grouping.
_____(3)	self-contained classrooms at each grade level, 3-4 ability level groups.	_____(3)	Self-contained classrooms at each grade level, 3-4 ability level groups.
_____(4)	continuous progress subject matter programs administered in an individualized instruction mode within self-contained classrooms of children at the same age level (even though they're performing at a variety of levels).	_____(4)	continuous progress subject matter programs administered in an individualized instruction mode within self-contained classrooms of children at the same age level (even though they're performing at a variety of grade levels).
_____(5)	non-graded primary with graded intermediate.	_____(5)	non-graded primary with graded intermediate.
_____(6)	organized for diagnostic/prescriptive teaching.	_____(6)	organized for diagnostic/prescriptive teaching.
_____(7)	Other_____	_____(7)	Other_____

TRAINING/TECHNICAL ASSISTANCE

1. What will the training consist of? (Provide training program outline.

2. Who will receive training?

3. Who will do the training?

4. When will the training occur? How long will it take?

5. Has follow up training been planned for in-service days after initial implementation?

6. How will release-time be provided for trainees to attend? What will it cost?

7. Who will pay for the training? What budget will it come from? Will TEC pay any or all of it?

8. Has money and time been prodived for training of district support personnel (or other personnel who can provide technical assistance during the implementation of the program?

FACILITIES

Please note the number of each specific facility which will be required to implement this program. Also check "Already Have" or "Will Purchase."

	Already Have	Will Purchase
_____chairs	_____	_____
_____tables	_____	_____
_____room dividers	_____	_____
_____file or storage cabinets	_____	_____
_____easels	_____	_____
_____rugs	_____	_____
_____book shelves	_____	_____
_____extra rooms for groupings, diagnosing, prescribing individual seatwork, group discussion, oral presentations.	_____	_____
_____Others (please specify)	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SUPPORT SERVICES

Please review the previous pages of your plan, and think about the kinds of support services which will be required to accomplish each component of implementation. Examples of support services might be:

1. Clerical help--e.g. typing, xeroxing, etc.

2. Principal help--e.g. organizing meetings, communicating decisions among faculty and parents, distributing workload among faculty so that the whole group benefits and all contribute, arranging for teacher release time, etc.

3. Additional teacher aides.

4. Parent volunteers to do non-academic teacher activities, thus providing released time for teachers.

5. Extra funds from central office.

6. Consultant help.

And there are many other possibilities, depending on the nature of the program to be implemented. Please list below the support services you will need, an estimate of the amount of time or cost for each, and who will be responsible for providing each.

PROVIDER	SUPPORT SERVICE	AMOUNT OF TIME/COST

REPORTING RESULTS

1. To whom will you report results of students' growth evaluations? (e.g. parents, community at large, superintendent, etc.)

2. How often will you report results -- annually, monthly, etc.?

3. In what form will you report results to each group?

4. Who will be responsibile for reporting results?

EVALUATION

1. What standardized tests will be used to evaluate student growth?

2. Recognizing that there are many measures in addition to standardized tests, what other measures will you use to look at student growth? (e.g. increased use of the library; improved student attitudes toward reading; an increase in the amount of free time in which students choose to read; etc.)

3. How often will student growth be evaluated with each type of measure?

4. How much of the teacher's time will be required to <u>administer</u> and <u>record</u> evaluations?

CALENDAR OF EVENTS FOR IMPLEMENTATION

After all implementation steps have been decided, set up a weekly calendar of events which specifies each step to be taken in the approximate week when you expect it will happen.

Guidelines for Developing Calendar

See Example A, on the next page, of a working draft for the first four steps below.

1. Try to make reasonable estimates of how long each task takes to complete.

2. List which personnel will be working on each task.

3. Decide which tasks can be done simultaneously and which must be done chronologically--that is, which ones cannot be started until a previous one is completed.

4. Of the ones that can be done simultaneously, decide which ones cannot be done at the same time because they require the same personnel working on them.

5. Now you are ready to place the tasks on the calendar. Use moveable labels with the names of the tasks on them, so that you can move them if, after the first draft, you think of other constraints (like Christmas vacation) which would cause the task(s) to be started at a later or earlier date on the calendar.

See Example B of a finished calendar of events.

EXAMPLE A

TASK	COMPLETION TIME	PERSONNEL WORKING ON TASK	ORDER IN WHICH TASK WILL BE DONE
Order materials	3 days (return 2 wks)	School Sec. 2 teachers	1
Review materials for defects	2 days	School Sec. 2 Aides	2
Teachers review their own materials	3 days	Teachers	3
Decide what supplemental materials will be required by each teacher during 3 separate grade group meetings.	2 days	Principal Teachers	4
Plan for required revisions in curriculum organization	1 week of ½ day release time sessions	Principal Teachers Parent Vol.	5a
Receive training in classroom organization for new program	1 week of ½ day release time sessions	Principal Teachers Parent vol. Consultant	5b

Done Simultaneously

EXAMPLE B

OCTOBER 1979

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 ORDER MATERIALS →	2 →	3 →	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18 REVIEW MATERIALS FOR DEFECTS →	19 →	20
21	22 →	23 TEACHERS REVIEW OWN MATERIALS →	24 →	25 DECIDE WHAT MATERIALS WILL →	26 SUPPLEMENTAL BE REQUIRED →	27
28	29 PLAN CURRICULUM ORGANIZATION REVISIONS →	30 →	31 →			
	CLASSROOM ORGANIZATION TRAINING FOR NEW PROGRAM →	→	→			